COURSE ASSESSMENT REPORT

Semester 1
Session 2014/2015

Name of Course	
Programme Code	
Course code and section	
Section	
Students Session Intake	
Students Session Graduate	
Total Number of Students	
Course Lecturer	
Report Date	

Course Outcomes

CO1	Identify and classify amines according to their functional groups and describe the synthetic routes and its reactions.
CO2	Apply infrared spectroscopy technique for characterisation of organic compounds.
CO3	Recognize and distinguish the stereoisomerism of organic compounds.
CO4	Identify and classify carbohydrates compound based on chemical structures and understand its chemical reactions.
CO5	Differentiate amino acids, peptides and proteins, and describe the synthesis of the compounds.
CO6	Identify and classify lipids and terpenes, and their reactions.

State the programme outcomes addressed by the course

PO1	Fundamental knowledge of Chemistry
PO2	Analysis of Chemistry Knowledge and Skills
PO7	Life Long Learning

CO-PO mapping and weight (percentage)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	11.5	5.8	-	-	-	-	-	-	-	-
CO2	4.5	9.6	-	-	-	-	-	-	-	-
CO3	8.5	7.6	-	-	-	-	-	-	-	-
CO4	4.0	11.3	-	-	-	-	-	-	-	-
CO5	11.9	3.4	-	-	-	-	-	-	-	-
CO6	11.9	5.0	-	-	-	-	5	-	-	-

State the changes made from the previous course outcomes (if any)

Nil.

Grade Distribution	**A**	**B**	**C**	**D**	**E**	**≥ B**	**≤ C-**	**≤ D**	**TD**
Nos.	7	19	5	1	0	20	1	0	0
Percentage (%)	21.88	59.38	15.63	3.13	0	62.5	3.13	0	0
CPA Mean	3.04								
Average Mark	67.8								
Average Grade	B								

Attainment level of programme outcomes

	Programme Outcomes	Achievement (%)	Comments/remarks
PO1	Fundamental knowledge of Chemistry	**70**	The course achieved the PO target. Major contribution of PO1 is from quizzes that involved specific topics for assessment.
PO2	Analysis of Chemistry Knowledge and Skills	**64**	The course achieved the PO target. Students have good ability to relate the concept taught in class when solved problem. Unfortunately, students only refer to the lecture notes and do not

			show an effort to find information from text books.
PO3			
PO4			
PO5			
PO6			
PO7	Life Long Learning	**79**	The assessment is divided to three parts. For PO7 students are enquired to prepare a report based on literature review of journal related to CO6 topics. Students know how to seek information from different resources when performed the assessment and discuss thoroughly in the report.
PO8			
PO9			
PO10			

Attainment of course outcomes

	Course outcomes	Achievement (%)	~~Comments/remarks~~ Remarks for Continuous Quality Improvement (CQI)
CO1	Identify and classify amines according to their functional groups and describe the synthetic routes and its reactions.	**62**	25% of the students have average ability to classify amines and relate the concept in preparing organic compounds from various starting material. Most of the student memorizing mechanism rather than understanding each steps involved towards the process occurred in the reactions.
CO2	Apply infrared spectroscopy technique for characterisation of organic compounds.	**57**	50 % of the students fail to maximize the use of IR correlation chart to solve IR problems. They could not relate the information in the chart with the problem given.
CO3	Recognize and distinguish the stereoisomerism of organic compounds.	**68**	30% of the students find difficulties to assimilate topics in stereochemistry and to master the most elementary concepts of stereochemistry.
CO4	Identify and classify carbohydrates compound based on chemical structures and understand its chemical reactions.	**63**	30% of the students make careless mistakes when solving problems in this topic. They assign incorrect aldose structure when refer to the handout of Aldoses family and get zero mark for the whole question.
CO5	Differentiate amino acids, peptides and proteins, and describe the synthesis of the compounds.	**70**	This topic is easy to understand but need critical attention when analyzing data. 20% of the students are overly inattentive and easily distracted.
CO6	Identify and classify lipids and terpenes, and their reactions.	**81**	Most of the students understand the connections between related concepts in lipid. The assignments help students in developing critical thinking skills.

Student's perception on the attainment of course outcomes (From SCO)

	Course outcomes	Achievement	Comments/remarks
CO1	Identify and classify amines according to their functional groups and describe the synthetic routes and its reactions.	2.93 (72.8%)	Students seem very much aware of the nature of their difficulties in learning organic chemistry course. They are unable to relate the
CO2	Apply infrared spectroscopy technique for characterisation of organic compounds.	2.98 (73.5%)	
CO3	Recognize and distinguish the stereoisomerism of organic compounds.	2.84 (73.5%)	
CO4	Identify and classify carbohydrates compound based on	3.06 (75.8%)	

	chemical structures and understand its chemical reactions.		difficulties to their own behaviors and responsibilities.
CO5	Differentiate amino acids, peptides and proteins, and describe the synthesis of the compounds.	2.99 (73.5%)	
CO6	Identify and classify lipids and terpenes, and their reactions.	2.95 (73.8%)	

Student's feedback on lecture delivery (e-PPP)

No.	Item	Achievement (Mean)		
		Yourself	**Faculty**	**University**
A.	Teaching	4.64	4.52	4.48
B.	Delivery	4.48	4.45	4.45
C.	Assessment	4.59	4.48	4.44
D.	Lecturer – Students Relation	4.65	4.55	4.51
E.	Generic Skills	3.60	3.54	3.58
Overall Achievement		**4.61**		
Faculty Mean		**4.51**		
University Mean		**4.47**		
Your Rank in UTM		**P4**		

Note:
This section is very important for continuous quality improvement of our academic programmes.
We intend to use the comments to evaluate the existing curriculum as well as identify improvements to the courses and programmes.

Reflections
Please include the analysis of data, areas of improvement and action plan to be taken at course or programme level

Item	***Questions***	***Comments***
Course Contents	*Please comment on the course content. (e.g: insufficient contents, etc)*	The course contents are sufficient.
	Can the students meet the expected outcomes?	Yes. Only students with particular attitude (they know that the purpose of coming to university are to study/gain knowledge) can meet the expected outcomes.
Student learning time	*Please comment on the time allocated for student-lecturer interaction.*	Lecturer did not limit the time for students to come and have discussion. Students' time-table was concentrated with lectures in the morning and lab session in the evening. They hardly find suitable time to have discussion with lecturer.
	Please comment on the time allocated for student self learning. Any group work in the class?	Every week during lectures at least once a week. Students are given time to solve problem regarding subject matter, individually or they were allowed to discuss.
Method of teaching	*Please comment on the use of e-learning.*	Very minimum. Only course outline and notes are uploaded in e-learning. All assignments and quizzes were done in classroom.
	Please comment on the other teaching method used (e.g: PBL/ Cooperative learning/Active learning, etc)	PBL and active learning
	Please comment on the students response to the teaching methods used.	Students do not comment in the teaching methods used
	Please comment on the participation of	Not active. I have to call the students' name to solve problems on the whiteboard. They are rarely volunteer to share the answer with

	the students in your class.	others.
Method of assessment	*Please comment on the assessment methods listed in the course outline (If it is not suitable, please suggest and state your methods)*	The assessment methods are well established and fair to students.
	Please comment on the distribution of marks as stated in the course outline. (Please provide suggestion if necessary)	Well distributed. Assignment which consists of 15% helps student to score for this course.
	Please state the best assessment method that reflect students' achievement.	Test
	Please comment on the use of rubrics generic skills evaluation.	Comprehensive and established for all generic skills
Student Achievement	*Please comment on the student achievement. Is it expected?*	Yes, the students perform well for the final exam even though the course work marks for some of the student is just moderate. Students learn the style of question and marks distribution from the past year exam collection.
	Please identify and list your students' strengths	Good students like to ask questions or ask for further explanation. They tried out given exercises and showed the solution to the lecturer for confirmation.
	Please identify and list your students' weaknesses	The student really depends on the notes given in the e-learning. Some of the students come late to the class, make a lot of noise and make lots of mistakes in all assessments. Average students are very passive.
	Does the number of students in your class affect the overall achievement?	No
	Is there any difference in achievement when a course is taught in several sections?	Yes, depends on the background of the students. If they enter UTM with good CPA from Matriculation or STPM, the achievement of the course is slightly higher compared to student with low CPA. The hardness of assessment prepared by the lecturer is varying especially for the quizzes, which not operated in accordance with all sections.
Action Plan	*Please state the action plan that should be taken for the next lecturer to teach this course.*	1. Apply active learning 2. Give a lot of exercises without the solutions. Only discuss after students have attempted to perform the exercises. 3. Recommend one common reference book.
Others	*Is the course suitable for the intended program?* *Please give your comments.*	Yes Organic Chemistry Biomolecules is continuation from Organic Chemistry Functional Groups. Student with good understanding on both courses can adept an elective course from organic chemistry field.
Name of Course Leader		**Date:**
Signature		

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Comments from Course Coordinator/Panel Head/ Head of Department Please include areas of improvement and action plan to be taken at course or programme level.	Student should take an active part in class discussions and more focus during the lecture.	
Name of Course Coordinator/ Panel Head/Head of Department		**Date:**
Signature		